**Lesson Plan Format**

**Teacher Candidate \_\_\_\_\_\_Tripp Floyd\_\_\_\_\_\_\_ Grade Level\_\_\_9(-12)\_\_\_**

**Date of lesson\_\_\_\_\_November 28\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The unit goal is to give political, cultural and historical insight into the affects of Japanese Imperialism on the Koreas, China, and Okinawa. In accordance with the Department of Defense Education Activity (DoDEA) curriculum for **Social Studies: Asian Culture** (SSAC) this unit will fulfill the SS Skills, theme three and eight, which states:

**SK – Skills** The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

* **SK1a:** formulate and communicate an opinion based on critical examination of information.
* **SK1c:** design and develop a personal database.
* **SK1d:** access and use electronic databases and communication networks of all types including the Internet.

**SS3 Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

**Standards:**

* **SS3b:** discuss economic and social changes that have resulted from contact with foreign nations.

**SS8 Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, andgovernance, so that the learner can:

**Standards:**

* **SS8c:** evaluate the concept of universal human rights in Asia.
* **SS8d:** analyze the influences of foreign nations on Asian governments and economies.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

The class should be aware of how to analyze primary sources with the skills developed in the previous lesson as well as be able to start organizing the information into a presentable fashion.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

The objectives of this lesson are:

* To be able effectively gather and organize primary sources into a reference sheet..
* To effectively organize thoughts into a concept map.
  + Organize thoughts and ideas in a media outlet (Poem, story, Video).
* To be able to effectively convey facts and personal opinions regarding controversial topics through discussion.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Assessment will be based on three main areas:

* Participation in class discussion and group work.
* Retrieved primary sources
  + Quality
  + Validity
* Rough draft of group concept map/article outlines homework.
  + Due beginning of class.
* Final draft of group concept map/article outlines.
  + Due by end of class.
    - Turned in Copy or shown to teacher before end of class.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

**Online Resources:**

**Intro Clip:** [**http://www.youtube.com/watch?v=QJUm2lACQfQ**](http://www.youtube.com/watch?v=QJUm2lACQfQ)

* **Writers/Editors:** 
  + [**http://www.fordham.edu/halsall/eastasia/eastasiasbook.asp**](http://www.fordham.edu/halsall/eastasia/eastasiasbook.asp)
  + [**http://library.duke.edu/research/subject/guides/japan/primary/index.html**](http://library.duke.edu/research/subject/guides/japan/primary/index.html)
  + [**http://www.uiweb.uidaho.edu/special-collections/asia.html**](http://www.uiweb.uidaho.edu/special-collections/asia.html)
  + [**http://www.ibiblio.org/pha/**](http://www.ibiblio.org/pha/)
  + [**http://afe.easia.columbia.edu/tps/1450\_jp.htm**](http://afe.easia.columbia.edu/tps/1450_jp.htm)
* **Graphic Designers/ Photographers/ Cartoonist:**
  + [**http://www.picturehistory.com/category/cat\_id/15/subcat\_id/292**](http://www.picturehistory.com/category/cat_id/15/subcat_id/292)
  + [**http://www.picturehistory.com/category/cat\_id/15/subcat\_id/303**](http://www.picturehistory.com/category/cat_id/15/subcat_id/303)
  + [**http://www.picturehistory.com/category/cat\_id/6/subcat\_id/168/limit/96/order\_by/title**](http://www.picturehistory.com/category/cat_id/6/subcat_id/168/limit/96/order_by/title)
* **Cinematographer:**
  + [**http://www.youtube.com/watch?v=Gh0BbTe9qjE**](http://www.youtube.com/watch?v=Gh0BbTe9qjE)
  + [**http://www.youtube.com/watch?v=w4fdhAz0VSw&feature=related**](http://www.youtube.com/watch?v=w4fdhAz0VSw&feature=related)
  + [**http://www.youtube.com/watch?v=TgxIcn9Ipaw&feature=fvwrel**](http://www.youtube.com/watch?v=TgxIcn9Ipaw&feature=fvwrel)

**Concept Maps:**

* **\*Found Below**

**Rubric Frame:**

* **\*Found Below**

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Inquiry Based/** **Analyzing Perspectives/Guided:**

A mix of Inquiry-based instruction, analyzing perspectives, and guided instruction are most applicable for the third lesson. The students will have to ask questions based on facts and from personal interpretations, assume the roles of people in another situation, and determine what is relevant to the subject. The teacher will need to effectively guide the students to help conceptualize the information, given by the teacher and gathered by the students, in order to help the students arrange the information into a presentable media.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* Class will begin with the turning in of homework followed by a class discussion about what information they have found regarding their newspaper research.
  + With another trip to the KWL.
* After the brief discussion the teacher will show the class a quick trailer of a documentary about the Rape of Nanking as an example of what part of their contributions can look like.
* After the clip the teacher will start a discussion about how to effectively talk about controversial and emotionally stimulating materials.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* After the discussion ends the class will then break into their groups to continue doing research on their regions. The teacher will inform the students that they should begin their presentation/article contributions during class.
  + They may use links provided by teacher or they may do independent research to find other sources.
    - If other sources used, must confirm with teacher that they are acceptable.
* The teacher will do a quick review of the concept map rough drafts turned in by the students.
  + The teacher will then return the student’s concept rough drafts and assign the final draft be turned in no later than the end of class.
* While the students do their research the teacher will make rounds to each group discussing their concept maps and the groups plan for their piece offering guidance where needed.
  + Main focus is to allow students opportunity to develop a personalized piece but help them formulize it in an acceptable manner.
* About halfway through the class the teacher will gather the class and create a rubric for which the contributions will be scored.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* The lesson will conclude with another trip to the KWL.
* The students will save their work to a share drive where the teacher can later look at the links leading to what the students have found.
* The students will turn in their final concept map.
* Homework includes:
  + Finishing their final project.
  + Additional research.
* Teacher will let class know that presentations can begin next class if any groups are ready.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Suzy Q. | English Second Language (ESL)   * The student has difficulty comprehending what is being said in class. Often encounters trouble carrying out tasks. | The student will be partnered with someone who can speak their language or with a student who can patiently and kindly work through the language barrier. Instructions will be delivered at a slow and clear pace. Teacher will periodically check with student and group to confirm understanding of assignment and content. |
|  |  |  |
|  |  |  |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

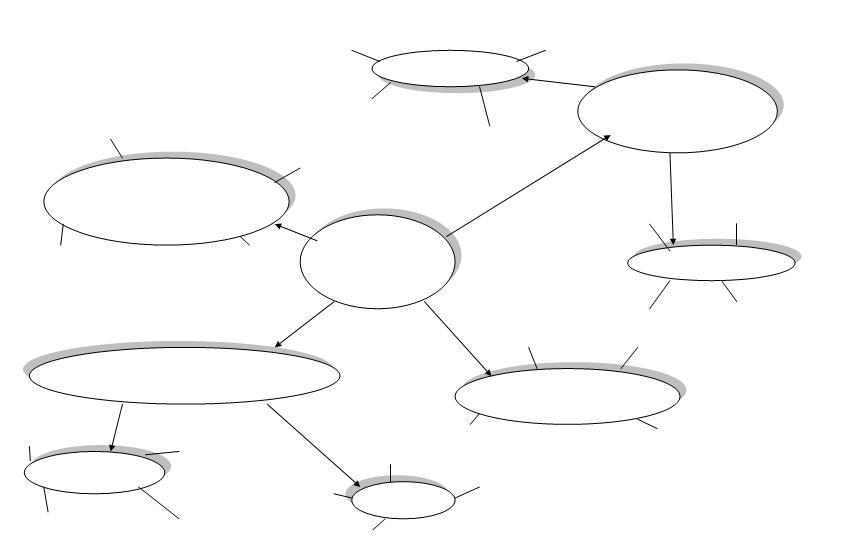
**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

****

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Basic Rubric**  **Criteria Pt. 1**  **(Written)** | **Exemplary**  **(3)** | **Acceptable**  **(2)** | **Marginal**  **(1)** | **Score** |
| **Teacher’s Musts**  **(Content Quality and Validity)** | Complete alignment with assigned region. All primary and secondary sources are from legitimate sources. | Some alignment with assigned region. Most primary and secondary sources are from legitimate sources. | Little alignment with assigned region. Some primary and secondary sources are from legitimate sources. |  |
| **Class Standards #1** |  |  |  |  |
| **Class Standards #2** |  |  |  |  |
| **Class Standards #3** |  |  |  |  |
| **Total** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Basic Rubric**  **Criteria Pt.2**  **(Presentation)** | **Exemplary**  **(3)** | **Acceptable**  **(2)** | **Marginal**  **(1)** | **Score** |
| **Teacher’s Musts**  **(Presentation performance and means of delivering [i.e. poem, speech, ect])** | Obviously prepared. Well spoken (Avoid “uh” and “like”). Well delivered. | Few noticeable and avoidable mistakes. Well spoken (Avoid “uh” and “like”). Good delivery (excessive filler words). | Not well prepared. Poor effort in presentation. |  |
| **Potential Class Standards #1** |  |  |  |  |
| **Potential Class Standards #2** |  |  |  |  |
| **Potential Class Standards #3** |  |  |  |  |
| **Total** |  |  |  |  |